DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Bilingual-Bicultural Title VII Proposal of Fresno, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

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Project # 283
FRESNO, Calif.
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PROJECT BEST
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ED 080024

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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ERIC

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 283

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Ludanyi/Hess/Shore Date 5/14/71

0.2 Name of Project Bilingual-Bicultural Title VII Proposal

0.3 Address of Project Fresno City Unified School District

0.4 2348 Mariposa Street
Fresno, Calif. 93721

.05 STATE

0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
(97 - 1969)
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 1

2.2 Year prior funding began

2.2 '67

2.3 Prior bilingual program involved:
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 1, 2

2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
(5)-federal (specify) Title I - Migrant Ed.
6-other (specify)

2.4 5

(see back of page) 1a

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
(1)-early childhood (pre K + K)
(2)-

2.6 1, 2

0.3 Address of Project Fresno City Unified School District

0.4 2348 Mariposa Street
Fresno, Calif. 93721

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 '67

2.3 Prior bilingual program involved: 2.3 1, 2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 5
1-local 4-university
2-state (5)-federal (specify) Title I - Migrant Ed.
3-foundation 6-other (specify)_____ (see back of page) 1a

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1
(1)-local 4-federal (specify)_____
2-state 5-other (specify)_____
3-university 6-foundation support_____

2.8 Total Title VII grant (first year only) 2.8 $80,805

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $60,039 (181,000)

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:_____ 3.0 0
0-none

Question 2.4

2.4. 2. Compensatory Preschool Program - an FSEA, TACT and AB 1331 Spons pr.

3- Operation Fair chance with Fresno St. College

4- Operation 200 - Reading Improvement Prog. for Bilingual students

5. Latin-American History taught in Spanish to 5th and 6th grade students

6- Spanish for the Spanish-speaking 1969-70

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

(1)-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A ____
B. Second year B 177
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
(K)-Kndgtn	2

PSK 63 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____

B ____ TOTAL students gr. 7-9

4.3 PSK 63
A 114
B ____
C ____

(1)-grade 1	2
(2)-grade 2	2
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____

A 114 TOTAL students gr. 1-6

10-grade 10	____
11-grade 11	____
12-grade 12	____

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 114	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 62

I Total Non-English Dominant: 114
II Total English Dominant: 62

5.0		No.	%
NE dom N-EMT	I	114	64
E dom NEMT	II_1	ns	...
E-Dom EMT	II_2	62	36
Total E-Dom II= II_1 + II_2		62	36

Information from continuation chart:
However, the Spanish-dominant children were inferred from Spanish-surnames and actually were not Spanish dominant in most cases. See attached

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2

PSK 63 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

1-grade 1	2
2-grade 2	2
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 114 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.3 PSK 63
A 114
B
C

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 114	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 62

I Total Non-English Dominant: 114

II Total English Dominant: 62

5.0		No.	%
NE dom N-EMT	I	114	64
E dom NEMT	II_1	ns	...
E-Dom EMT	II_2	62	36
Total E-Dom II= II_1 + II_2		62	36

Information from continuation chart:
However, the Spanish-dominant children were inferred from Spanish-surnames and actually were not Spanish dominant in most cases. See attached xerox. 2a

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

B = aides

Question 5.0

First Year Difficulties

There have been some difficulties in the first year's operation due in part to the following factors: (See "Modifications of Program as Originally Approved" for projected solutions to some of these difficulties.)

1. The student population: The curriculum furnished the District by CITE was developed originally for students fluent in a language other than English with concommitant difficulties in the basic use of the English language. We had originally felt that the students at Winchell School, with approximately 65 percent students of Spanish surname, would be more fluent in Spanish. After teaching these students during the opening orientation period the teacher stated that a relatively small minority of the students in the bilingual program even understand Spanish, unlike many of those in some of the other schools in the area. Therefore the somewhat lengthy orientation period in Spanish planned by CITE caused some difficulties of adjustment. We do know, however, that these children tend to score appreciably lower in the District testing program than their Anglo counterparts in other schools. We therefore assume that their knowledge of English is, like their Spanish, less than it should be. The period of orientation in Spanish language will be drastically shortened in the coming year.

Delivery of materials: Since the orientation period needed drastic foreshortening, many of the materials used for orientation were not needed at Winchell and this strained the production department of CITE, causing delivery of the later strand materials to arrive at the moment of, or sometimes even after, their being needed for the classroom.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	114	64 %	..... (Spanish-surname)
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		114	64 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 62	36 %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	62	36 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	...Spanish.....	..ns	..ns
2-Spanish	.....	.....	.....

See previous xerox 2a

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant ...

als for joint lesson planning: 1-yes 0- not mentioned

B1 Mexican-American	B1 114	64 %	.....	(Spanish-surname)
B2 Puerto-Rican	B2	..... %	.....	
B3 Cuban	B3	..... %	.....	
B4 Other Spani[illegible]-American (specify)	B4	..... %	.....	
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....	
C Portuguese-American	C	..... %	.....	
D Franco-American	D	..... %	.....	
F Chinese-American	F	..... %	.....	
G Eskimo	G	..... %	.....	
H Russian	H	..... %	.....	
J Other	J	..... %	.....	
I TOTAL number of N-EMT target students	114	64 %	.....	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 62	36 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	62	36 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	ns	ns
2-Spanish	.....	.....	.....

See previous Xerox 2a

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program				Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%		not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 62	English	36		✓	...	...	✓	...	...	...	...
A ...	American Indian	...		...	...	...	...	...	...	...	...
A1 ...	Navajo	...		...	...	...	...	...	...	...	...
A2 ...	Cherokee	...		...	...	...	...	...	...	...	...
A3 ...	Keresan	...		...	...	...	...	...	...	...	...
A4 ...	Other (spec.)	...		...	...	...	...	...	...	...	...
B 114	Spanish	64		✓	...	...	✓	...	...	...	...
C ...	Portuguese	...		...	...	...	...	...	...	...	...
D ...	French	...		...	...	...	...	...	...	...	...
F ...	Chinese	...		...	...	...	...	...	...	...	...
G ...	Eskimo	...		...	...	...	...	...	...	...	...
H ...	Russian	...		...	...	...	...	...	...	...	...
J ...	Other (spec.)	...		...	...	...	...	...	...	...	...

5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary - Parental approval
4 - Students selected according to some criteria of project (in addition to language)

5.6 3 - See attached xeroy 4a

5.7 Proportion of Indian pupils in project area: see Chart C
n.s. - not specified on the chart

5.7 70%

5.8 Community Characteristics (mark ally that apply)
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.8 2

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 60%
B. n.s.

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 n.s.

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 3%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	✓	
2 will be made		
0 not mentioned		

6.1 I 1
II

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents		
2 children	✓	
3 teachers		
4 community		
5 others (specify)		

6.2 I 2
II

6.3 Language dominance of N-EMT groups (circle A, parents B, children ...

10.3 Average number of pupils per class:

10.3 30 (K-1)

5.8 Community Characteristics (mark ally that apply) 5.8 2
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify)
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 60 %
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 3 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II

	I for N-EMT group	II for EMT group
1 was made	✓	
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 2
II

	I N-EMT	II EMT
1 parents		
2 children	✓	
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A
B ✓
C

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

CHAPTER III

Question 5.6

EVALUATION DESIGN

Selection of the Participants

The kindergarten children were selected for participation in this project on the basis of the following:

1. Preliminary identification based on low socio-economic status, school-community liaison contacts, and preschool class records.
2. Pupil screening at kindergarten registration.
3. Parent contacts at kindergarten registration.
4. Parent requests for placement in the program.

There were no specific criteria for the absolute acceptance or rejection of pupils other than living in the attendance area of the Winchell School.

In the first grade the pupils who had been participants the previous year were continued in the program. Some children who were not participants the year before were entered into the first grade class in order to bring the class up to acceptable enrollment levels. This procedure compensated for those pupils who did not return after the summer vacation. The number of first grade pupils who were not participants in the kindergarten last year was only four.

Selection of the Comparison Groups

For each of the grades included in the project this year, a single comparison group was selected from the districts included in all three of the Title VII projects in Fresno County. The purpose of this procedure was to alleviate the problems of matching single comparison classrooms with the participating classrooms. In the next chapter the appropriateness of the comparison groups will be discussed.

Kindergarten comparison group. The kindergarten comparison group was composed of the pupils who were pre- and posttested in two rooms at the Winchell School of Fresno City Unified School District, one room in the [illegible] School of the Sanger Unified School District, and one room in

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	✓	✓
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Interview

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.s.
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified

(if any information is not specified, cross out that

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 1

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 1

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 0

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Interview — 6.9 3

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 n.s.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 6 (Cp13)

Total Number of Teachers: N 6

7.1

		No.	%
I	A		
I	B		
II	A		
II	B		
II_1	A		
II_1	B		
	A	0	
	B	6	100
	N	6	

(75-100% preferably of Mex-Amer. origin. p 21,22 C.6)
See Xerox 5a, b

the bilingual project will be coordinated by the Coordinator of Foreign Language, ESL, and Bilingual Programs for the district. Working on the school site under the school principal as half-time teacher and resource person for the project will be a full-time resource teacher. In the school there will be a head teacher as half-time teacher and community liaison-person. The three full-time teachers will be native Spanish speakers and/or bilingual. Each of the classes will have one full-time bilingual aide specifically trained for the bilingual project. These aides will attend pre-service and inservice training sessions throughout the year. Working full-time with the project will be a total of five teachers, one of whose salary will be paid by the project, and five bilingual aides to be paid by project funds. (See X, Budget Requirements, for details.)

The following is a list of those who will be most closely involved with the project:

1. Mr. Wallace M. Hallberg, Administrator of Curriculum Services for the LEA. His will be the overall responsibility for the project.
2. Mr. Harry C. Allison, Foreign Language Coordinator for the District for 5½ years, has recently assumed the responsibility for implementing and supervising ESL-bilingual education for the LEA.
3. Mr. Arthur G. Carlson, Director of Compensatory Education, is assisting in developing budgets for the project and in helping to determine in what ways other programs and supportive personnel may assist in achieving the objectives of the project.
4. Mr. Pedro Figueroa, Resource teacher and head of migrant education for the district, is serving as materials and inservice consultant to the project as well as liaison person for the Citizens Advisory Group.

5. Mrs. Mary Louise Rieber has been a district master teacher for 10 years in elementary, junior and senior high school. She will be the on-the-site bilingual instruction resource teacher and part-time classroom teacher.

6. Mr. William Hansen, principal of target school, formed a part of the Task Force team which visited bilingual programs in Florida and Southern Texas. He will be responsible for target school parental involvement and will aid actively in explaining the bilingual project to the immediate community and to the Administrative staff and will encourage participation by school staff members not directly involved in the project.

7. Mr. Larry García, head teacher, will be a half-time teacher in the project and will act as community liaison with the direct responsibility of involving the parents-- both mothers and fathers-- in their children's education.

8. Mrs. Evelynne Walker, Coordinator of In-service Training in Compensatory Education, will assist with developing and implementing the LEA's portion of the in-service program in such ways as obtaining in-service consultants, planning and scheduling workshops, and securing release of teachers.

9. Three classroom teachers for the kindergarten and first grades to be selected. They must hold regular teaching credential and must be bilingual, preferably of Mexican-American origin.

10. Five classroom aides, one for each of the self-contained classrooms and two in the class of the resource teacher. Must be bilingual, native speakers of Spanish selected from the community, preferably with at least one year of college, and willing to attend all in-service classes. May be male or female.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ~ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II$_1$A	—	—
II$_1$B	—	—
A	—	—
B	6	100
N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
____	6	6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

I B				
II A				
II B				
II 1 A				
II 1 B				
1 A				
B	6	100		
N	6			

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	6	6

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct only one lang. teach in their native lang.:
1b-only if native language is their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

	A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
*	MA	6	100	MA	6	100	MA	Anglo	1	100

0-not specified

* Inferred from 7.7

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. NS % ___

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students: indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 6 100 B 6 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 7,17 no.'s NS

n.s.-qualifications not specified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4.___ previous teaching in local area/live in the community competence
5.___ courses in N-EMT language structure and usage/ linguistics or FL training
6.___ courses in N-E literature/ or literacy in Spanish
(7.) ✓ must be bilingual
8.___ any previous education through N-EMT/content of courses learned through
9.___ courses in teaching ESL/audio lingual approach N-EMT
10.___ courses in methods of teaching N-EMT language/language development
11.___ courses in methods of teaching content (e.g. math) in N-EMT
12.___ certification in ESL/or experience teaching ESL
13.___ certification in teaching N-EMT
14.___ cross cultural courses
15.___ courses in the cultural heritage, values, deep culture of N-EMT or
16.___ other qualifications, specify travel
(17.) Regular teaching credential

8.0 STAFF DEVELOPMENT

8.1 A NS
B NS

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 717 no.'s ns

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17. Regular teaching credential

8.0 STAFF DEVELOPMENT

8.1 A NS
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	✓	✓
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

8.2 Stated goals of teacher training are: 8.2 I 13 II 13

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		
List specific courses if given (or Xerox and attach)	✓	✓

(13) Understanding CITE Program

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,10

1-courses
2-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
(10) meetings

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0-no
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2,3,9 B 1,2,3,9

	A for teachers	B for aides
0-not specified	___	___
(1)-University faculty	✓	✓
(2)-project's Master Teachers	✓	✓
(3)-project's teachers	✓	✓
4-other (specify)	___	___
(9) CITE STAFF	✓	✓

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	NS	NS
2	1	NS
3	1	NS

(1)-bilingual
2-bicultural
3-N-EM (specify background)

CITE STAFF is generally bilingual; Director is bicultural

8.9 Training is provided: 8.9 1,2
(1)-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2

A 1-approximately equivalent to a college course
(2)-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 NS
6 ____
7 ____

Approx. 80 hours in all.

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	6	100

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0-no
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2,3,9 B 1,2,3,9

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	✓	✓
2-project's Master Teachers	✓	✓
3-project's teachers	✓	✓
4-other (specify)	___	___
9-CITE STAFF	✓	✓

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	NS	NS
2	1	NS
3	1	NS

1-bilingual
2-bicultural
3-N-EMT (specify background)

CITE STAFF is generally bilingual; Director is bicultural

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2, B 5 NS

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

Approx. 80 hours in all.

8.11 Number and Proportion of teachers attending training: — 8.11 no. 6, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 0

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
(1)-bilingual teacher
2-ESL teacher
3-bilingual coordinator
(4)-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 3

10.2 1, 4

10.3 Average number of pupils per class:
0-not specified

10.3 30(K+1) / 25(2)

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1)-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-c

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DON NEMT	II E DON EMT	II_1 E DON NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	✓	✓	____
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1, 2
II 1, 2
II_1 4, 2

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 5

10.3 Average number of pupils per class: 10.3 25 (2)
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1
(1)-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-c

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	✓	✓	
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1, 2
II 1, 2
II_1 1, 2

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5

0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K=14
code: C= N.A. (if no EMT) II K=14
13= II_1 K=14
(14=)

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			✓												
II E DOM			✓												
II_1 E DOM/NEMT			✓												

Question 11.0

C. Linguistic Objectives:

1. Competence in both native language and English.

   This means that the Mexican-American student will get to know Spanish as an adult Mexican knows it, and that these students will get to know the standard, success-associated English of this country.

2. Detachment towards native language and English.

   Among other things, this means that the student will not prefer English over his native language, nor his native language over English (although he might remain partial to his native culture, without bias towards Anglo culture), but rather he will see both languages as useful tools. Put differently-- and in terms of one form that his attitude of detachment will take-- the student will see that learning English is not a commitment to Anglo culture and a rejection of his native culture, but rather that learning English and the adult form of his native language makes him capable of functioning, whenever he so chooses, in either his native or Anglo culture.

3. Control of the mediums of instruction, English and Spanish.

   a. The materials will provide the non-ESL (English as a Second Language) and non-NCS (Native Culture Studies) curriculum areas with lessons designed in such a way that: (1) They are presented in English that the students can understand; (2) They reinforce and expand the structural content of the ESL materials covered so far. The native culture studies will be in Spanish.

      The importance of this should not be underestimated. Much of the non-ESL and non-NCS curriculum is not learned for the simple reason that the medium of instruction, English, is not adequately understood by the student. Also, much of the effort put into ESL classes comes to naught when for the rest of the school day, the Mexican-American student, in coping with English much more complex than the ESL classes have so far prepared him for, attempts-- on his own and vainly-- to integrate the English he hears in non-ESL (and possibly in non-NCS classes) with what he has learned in ESL classes.

   b. Because the medium of instruction is controlled in such a way as to reinforce and expand-- systematically, the structural content of the ESL materials, this control contributes to the process of turning English into a tool of thought.

   c. The use of Spanish in Native Culture Studies and in certain other parts of the curriculum will be geared towards developing Spanish as a tool of thought.

D. Sensory Objectives:

   1. Development of the discriminatory powers of the senses, in particular, the auditory, the visual, and the tactile.

      a. This development of the senses is based on the five tasks suggested by Marianne Frostig for the visual senses, and on the structure of the phenomena that serves as subject matter for each sense (point, line, curve, and depth for the visual, for example) as suggested by Jerome Bruner.

      b. This development of the senses is inherently tied to the language needed to articulate the structure

of the phenomena being observed-- based on the notion that language and thought are inseparably composite, as suggested by L. S. Vygotsky. (But see 2-d below)

c. Such development of the senses makes up a major portion of the curriculum for the first years in school: the visual (plane geometry as the subject matter), the auditory (the nature of sound), the tactile (includes a pre-disposition to solid geometry), plus all those lessons which make planned and strategic use of the senses, e.g., lessons using the auditory and the visual as the mediums for teaching the sound system of English.

2. Performance in the Arts (as one area of implementation of the sensory powers.):

a. Theatre: dramatization is both a means and an end in itself in the ESL strand of the curriculum.

b. Visual art: the recognition of patterns in design and in the real world.

c. Music: familiarization with some simple instruments (drums, tone blocks, etc.) and their use for producing simple rhythmic patterns is part and parcel of the auditory strand of the curriculum.

d. Note that the emotions released by performance in the arts are not necessarily tied to language.

E. Other Objectives (Kindergarten to Fifth Grade, i.e., five years of schooling)

1. Mathematics: understanding and manipulating of the number sets, i.e., what is generally called modern mathematics. Also, measurement. And the language needed to articulate the system of number and measurement.

2. Social Studies: the immediate environment, characteristics of the cultural groups in the school, the notion of social change. And the language (Spanish and English) needed to articulate social phenomena. Also, native culture from the literature in Spanish.

3. Science: Processes rather than facts. The program developed by the American Association for the Advancement of Science (validated over five years) and published by Xerox is the basis for the science strand in all the grade levels. Experience with the sense of smell and

the sense of taste are included here. Also, the language needed to articulate hypotheses, procedures, and conclusions.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	(7-9)	10-12	13-college	14 Voc. training
I N-E DOM								
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 7
II NS
II$_1$ NS

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 4
II NS

code:	00 if no EMT	0 not specified	1	2	3	(4)	5	6	7	8	9	10	11	12
II EMT														
II$_2$ N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

0=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

*

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~Pre K~~				Pre K
0	VARIES			K
0				1 NS
0				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	Varies			1
2				2

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 4 II NS

code:	00 if no EMT	0 not specified	grades 1	2	3	(4)	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II_2 N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

O=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

*

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~Pre K~~				Pre K
K	VARIES			K
1				1 NS
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2	Varies			2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

* Exact time to be devoted to each language component of curriculum is to be determined and adjusted throughout the year.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language 11.13 2

0-no English Mother tongue students

2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

Projected to increase each year of project

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre 0
1				1 2
2				2 NS
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K 5
1				1 8
2				2 NS
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

Cp16 } The plan is to teach 2 distinct language systems to the students and to structure the system in such a way as to maintain them as separate coordinate tools of communication.

Question 12.0 11a

PART TWO

Plan for Second Year of Operation

I. Kindergarten

For the second year of operation, changes in the first year curriculum are being made by CITE as a direct result of the 1969-70 field test based on teacher feedback, CITE observation and the outside evaluation of Dr. Carl Stutzman, program evaluator. CITE will again be responsible for producing the total curriculum. The following are major areas of change as seen at present by the CITE staff. (These changes will be made in addition to some of those concerns stated in the previous narrative [p. 12 et seq.])

A. New scope and sequence for kindergarten classes.

1. The phonology strand will continue for the entire year.
   a. Phase I--listening and discrimination (ends in December)
   b. Phase II--pronuncation
   c. The number of phonology lessons has been cut from 210 to 150.
2. Body Image lessons will come in Phase I instead of March.
3. Math lessons will be introduced in Phase II.
4. Phonology and syntax lessons will both be presented during any one day, instead of in a two-week block of phonology or syntax only.
5. Margin time will be added for more flexible scheduling in the day, as well as in the entire Phase.

B. Rewrite for kindergarten classes

1. Orientation
   a. Greater emphasis on the establishing of code switching.
   b. Prerequisite tasks--pasting, folding, cutting, etc.,--added.
   c. Evaluation procedure, clarified and strengthened.
   d. Correction procedure, clarified and strengthened.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 2
IIB NS

1-concurrently with dominant language listening-speaking skills				
(2)-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	---		---	
	---		---	

13.2 ALM sequence followed:

13.2 IA 1
IB
IIA NS
IIB

(1)-Listening-speaking proficiency precedes introduction of reading	---	---	---	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

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	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills ___ ___
(2)-after a specified level of competency achieved in listening-speaking skills in dominant language ___ ___
3-a specified period of time after listening-speaking skills in dominant language taught ___ ___

13.1 IB 2
IIB NS

13.2 ALM sequence followed:
(1)-Listening-speaking proficiency precedes introduction of reading ___ ___ ___ ___
2-Reading is taught concurrently with listening-speaking skills ___ ___ ___ ___
3-Learning to read overlaps learning of listening-speaking skills ___ ___ ___ ___
4-There is some overlap between learning to read and to write ___ ___ ___ ___

13.2 IA 1
IB
IIA NS
IIB

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency ___ ___ ___ ___
2-informal assessment by teacher ___ ___ ___ ___

13.3 IA NS
IB
IIA
IIB

13.4 Second language reading skills are learned:
1-concurrently with learning to read in dominant language ___ ___
2-after a specified level of dominant language reading competence achievement ___ ___
(3)-a specified period of time after learning to read in dominant language (e.g. a specific grade) ___ ___
4-before learning to read in dominant language ___ ___

13.4 IB 3
IIB 3

After dominant language writing system is learned (4th year of program)

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
1	1		1		IB 3
2					IIA 1
3		3		3	IIB 3
13.6 Reading readiness is determined by: 1-test of reading readiness	1				13.6 IA 1
2-informal teacher assessment				1	IB NS
Met. Readiness Test					IIA NS
					IIB 1
13.7 Grade level reading is expected: 1-in first grade					13.7 IA NS
2-in second grade					IB 4
3-in third grade					IIA NS
4-in fourth grade					IIB 4
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 4 IIB 4

1-in the first grade
2-second grade
3-third grade
(4)-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 5 II 2, 5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	—	—
3-Second language learning is always in-		

3 — 3 — 3

13.6 Reading readiness is determined by:

1-test of reading readiness	1	—	—	—	13.6 IA 1
2-informal teacher assessment	—	—	—	1	IB NS
Met. Readiness Test					IIA NS
					IIB 1

13.7 Grade level reading is expected:

1-in first grade	—	—	—	—	13.7 IA NS
2-in second grade	—	—	—	—	IB 4
3-in third grade	—	—	—	—	IIA NS
4-in fourth grade	—	—	—	—	IIB 4
5-in fifth grade	—	—	—	—	
6-in sixth grade	—	—	—	—	
7-other (specify)	—	—	—	—	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 4 IIB 4

1-in the first grade
2-second grade
3-third grade
(4)-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 5 II 2, 5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	—	—
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	—	—
(5)-Different academic content is taught in the second language from that which is taught in the native language.	✓	✓
0-not specified	—	—
6-other (specify)		

(7)-informal meetings open to entire community with resource person

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
(2)-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	✓	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 2
IB NS
IIA NS
IIB NS

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	✓
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

Pp 14

See Xerox 14a

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3 NONE
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

	I	II
0-none specified	—	—
1-pattern drills	1	1
2-dialog memorization	2	2
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction	5	5
6-stories read to children	6	6
AUDIO VISUAL AIDES		
7-films, filmstrips	7	7

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

(2)-The child's language is corrected-the teacher points out errors and demonstrates the standard form. ✓ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA ✓ IB ___ IIA ___ IIB ✓

2-Basal readers — — — —

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) — — — —

Pp 14

See Xerox 14a

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA NA IIA NA

NONE

(Please indicate / on line –)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	1	1
2-dialog memorization	2	2
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction	5	5
6-stories read to children	6	6
AUDIO VISUAL AIDES		
7-films, filmstrips	7	7
8-flannel or magnetic boards	8	8
9-realia, graphic displays	—	—
10-records, tapes	10	10
11-listening centers	11	11
12-multi-media approach	12	12
Experiential:		
13-role playing	13	13
14-puppetry	14	14
15-experience charts	—	—
16-primary typewriter	16	16
17-learning through direct experience with materials e.g. Montessori	17	17
18-activity centers-chosen by child	18	18
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	20	20
21-suggested TV programs	—	—
22-other (specify)	—	—
23-games	23	23

Question 16.1

FACILITIES, MATERIALS AND EQUIPMENT

A. The four classes in the project will be located in Winchell Elementary School with its 70 percent Mexican-American pupils, pre-school through sixth grade. The classrooms will be self-contained but, as suggested by Dr. Robert Wilson and the staff of CITE, there will be within each classroom area "cultural areas" where the bilingual-bicultural components will be taught and "lived." One unique feature of the CITE bicultural program is the switching of the language-culture components with the physical switching of student groups from one culture area to another.

B. The equipment and furniture budgeted for is for the needs of the expanded staff in the target school and to meet the guidelines of the instructional program to be prepared in cooperation with the subcontracting agency.

C. We intend to use, whenever possible, funds from other sources where such funds can be applied. There are at present in the target school four pre-school classes, involving approximately one half of the children who continue into kindergarten. There are also 15 part-time aides, a home school liaison person and a full-time nurse funded by ESEA Title I.

16.4 The sources of Non-English materials and textbooks are: 16.4 9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
(9)-commercially prepared and published in the U.S. - CITE curriculum
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
(1)-xerox attached-page and document CITE CURRICULUM

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3, 4, 5, 6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
(3)-mixed for some academic subject learning } later
(4)-mixed for non-academic learning; art, music, gym, health
(5)-separated for native and second language learning into dominant language groups
(6)-separated for most academic subject learning into dominant language groups at beginning of project
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 NS
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____
	_____	_____

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng	II Eng dom	II$_1$ Eng dom

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S. - CITE curriculum
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
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1-xerox attached-page and document CITE CURRICULUM

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0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning } later
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups at beginning of project
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 NS
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	___	___	___
2-by native language	✓	✓	✓
3-by dominant language	✓	✓	✓
4-by language proficiency (ex. level of reading skill)	___	___	___
n.a. not applicable (no E.dom/NEMT)	___	___	___

3 groups
1-native Spanish
2-Anglo
3-non-Spanish-speaking, Spanish-surnamed

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 5, 6, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

* Within each classroom there will be "cultural areas" where the bilingual/bicultural component will be taught and "lived". One unique feature of the CITE bicultural program is the switching of the language-culture components with the physical switching of student groups from one cultural area to another." p 23

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned 20.1 1, 2, 3, 4, 5, 6
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4, 5, 6, 8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
(6)-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

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(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5)-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
(6)-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 NA

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM

21.0 1, 2, 3, 4, 5, 6, 7, 8

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
Final Audit p4
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

Teach 2 distinct language systems and maintain them as separate coordinate tools of instruction in 2 different physical areas associated with each language and culture.

Final Audit p4

(4)-teacher accepts, acknowledges ideas and feelings
(5)-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
(6)-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success
(8)-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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11-puils have some options in choice of curriculum
(12)-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

Teach 2 distinct language systems and maintain them as separate coordinate tools of instruction in 2 different physical areas associated with each language and culture.

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 4, 5, 6

1-bilingual alone
(2)-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
(4)-an ethnic studies program is included in the bilingual program
(5)-art, posters, realia, crafts of both cultures are exhibited in the classroom
(6)-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

(Included in social science "strand," not out at time of sending materials to project BEST)

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 3, 4, 5
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
(5)-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

Individual strand contents are not always known at time of application. Different strands are developed throughout the year.

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

23.4 In the bicultural compenent knowledge of the N-NNT culture involves (mark all that apply) 23.4 1, 2, 3, 4, 5

0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
(5)-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples).
7-A third culture different from NNNT or NNT
8-Other (specify)

Individual strand contents are not always known at time of application. Different strands are developed throughout the year.

23.5 American culture is defined: 23.5 0

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1, 2, 3

0-group not specified
(1)-project children
(2)-adults of the project community
(3)-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1, 3

0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers
no-ethnic studies library not mentioned

Use, instead of readers which are tied to reading programs, common available books.

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See Xerox
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Question 24.0

COMMUNITY INVOLVEMENT

A. Parents and other individuals from the community have been invited to participate in all phases of the bilingual education program. Some persons have a dual responsibility to the community since they are active in community organizations. To insure reliable communications, an advisory group has been formed. The resource person assigned to the advisory committee will be one of the target school participants in the bilingual education program.

B. The functions of the advisory committee are:

1. To assist in the development of this bilingual and bicultural program, helping, especially, to provide cultural enrichment activities.

2. To help evaluate the effectiveness of the program, component by component.

3. To communicate information about this program to the neighborhood and the community.

4. To serve as a sounding board to the neighborhood, bringing the concerns about the program to the attention of the school administration.

5. To help coordinate community activities in order to support the bilingual-bicultural project.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 6, 7, 9, 17

0-method not specified
no-no provision for informing community
(1) a bilingual newsletter
2- a monolingual newsletter
(3) news sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6) formal meetings, Dad's Club
(7) informal meetings open to entire community with resource person
8-meetings conducted in both languages
(9) home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(17) school program designed to educate project parents

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24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3, 4, 5, 6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
(3) community-school staff committees
(4) community advisory groups
(5) formal meetins open to the entire community
(6) informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 4

no-no mention of school seeking to be informed about community
(1) meetings open to the entire community conducted in both languages
(2) community representatives to the school
3-bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2, 3

0-not mentioned
no-school is not open to community for community use

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
17-school program designed to educate project parents

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3, 4, 5, 6
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 4
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2, 3
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 2

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
(2)-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
(1)-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
(3)-regularly - Classroom observation schedule Int. Eval. Chapt II p.6.
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1

(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 4, 5, 7

(1)-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
(4)- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "

Metropolitan Readiness Test